[This Amendment #2 supersedes the original 386-06-017 and Amendment #1 in there entirety unless and until noted otherwise by the Agreement Officer.]

Closing Date: Thursday, July 27, 2006
Closing Time: 1700 hours (Delhi time)

PROGRAM DESCRIPTION TITLE: PROGRAMS TO PREPARE DISADVANTAGED YOUTH FOR NEW ECONOMY JOBS

The Office of Social Development, USAID/India seeks proposals for the design and development of workforce development project(s) that would enable disadvantaged youth in the age group 15-30 years with a twelfth pass education or less, to acquire the skills and certifications needed to secure jobs that will enhance their employment and life prospects.

USAID expects to provide seed funding of approximately $5 million for a period of four to five years for one or more public- private partnership projects to demonstrate or scale up innovative approaches, programs and models that will provide viable career and employment opportunities for vulnerable youth. Partners could include, but need not be limited to, private sector companies, private and public sector education or training institutions, financial institutions, research and academic groups, and non-governmental organizations (NGOs). USAID is particularly interested in addressing the barriers that prevent young women from entering the workforce.

This may be done through improvement of course offerings and materials, effective use of education technology and distance learning techniques to reach greater numbers of youth; strengthening of technical training institutions; providing information about career paths; skill requirements and training options; linking young job seekers more efficiently with employers; and working with government agencies to support policy, regulatory and institutional reforms that will enhance training and employment options for young people. The skills and certifications acquired through USAID-supported programs should ultimately lead a large number of disadvantaged youth (a minimum of one third female) to jobs with decent wages and with some potential for career growth. It is expected that at least 85% of those exposed to upgraded skills would be directly benefited through jobs and/or higher income levels gained via project interventions. Additional numbers may benefit through the replication of successful approaches; investments by additional corporate partners, government or donors; or policy reforms that establish incentives for investment in training of the disadvantaged.

The project is currently interested in investing in the National Capital Region (NCR), Maharasthra (Greater Mumbai, secondary towns, and rural Maharasthra) and Jharkand; activities addressing policy level issues at the national level will also be considered.

Purpose
The purpose of this new USAID program is to support the work of private sector, NGO and government partners in establishing, institutionalizing, and replicating approaches and models that will successfully enhance workforce opportunities for youth. USAID hopes to help increase employment among disadvantaged youth in designated geographic areas and enable greater participation in India's dynamic economic growth. The Mission is interested in the development of durable institutions, policies, processes, and partnerships for ensuring greater public and private sector attention to the skill levels, certification requirements, and job placements for disadvantaged youth. Less focus will be placed on micro-enterprises and entrepreneurship, except where there are limited formal job opportunities, clear market demand for products and

services produced by small scale young entrepreneurs, and the earnings from such endeavors are satisfactory. The Mission is *not* interested in small scale, intensive pilots or one-off training programs that have high per beneficiary costs or produce relatively few beneficiaries.

The new program will be implemented through a USAID business model called the **Global Development Alliance**.[1] The Global Development Alliance (GDA) works to enhance development impact by mobilizing the ideas, efforts and resources of the private and public sectors as well as non-governmental organizations. This model is one that puts heavy emphasis on the creation of partnerships that contribute to development and that prove durable because the interests of key partners are also served. GDA promotes development approaches that:

> ➢ Respond to the new global environment and new challenges;
> ➢ Promote new partnerships for resolving difficult development problems;
> ➢ Extend USAID's reach and effectiveness in meeting its development objectives;
> ➢ Leverage additional resources for development impact; and
> ➢ Foster cooperation between USAID and new partners.

Background
In late 2005, USAID's Asia and Near East Bureau (ANE) in Washington DC launched a new regional program entitled "**Jobs for the 21st Century Initiative**." This new program will work to lower the high level of youth unemployment across Asia and the Middle East by taking advantage of existing market demand in growth areas, strengthening market demand where feasible, and preparing disadvantaged youth to meet employer need. The target beneficiaries are undereducated and disadvantaged youth (including girls); however, it is also anticipated that businesses hampered by shortages of skilled labor will also gain. The ANE Bureau program also expects to address the policy and regulatory barriers slowing the emergence of a more skilled labor force and hopes to increase access to and improve the quality of vocational skills training programs. It will also promote partnerships between civil society and the public and private sectors.

Even prior to the initiation of this new Washington Bureau program, the USAID Mission in India was supporting Indian and US partners to experiment with pilot programs designed to provide remedial secondary education and vocational skills training to underprivileged youth in Andhra Pradesh and Maharashtra. Mission interest in expanding these small initiatives has grown due to very strong initial results. Community responses have been very positive; the target beneficiaries have shown high enrollment, graduation, job placement and promotion rates; and employer satisfaction has been very high. As a result of this preliminary impact, the India USAID Mission requested ANE Bureau assistance in conducting a youth workforce development assessment in selected states of India in December 2005 to:

1) Identify growth sectors of the economy and specifically sectors that faced shortages of skilled labor;
2) Understand the disadvantages and problems faced by less well educated young people in finding good jobs; and
3) Understand the strengths and weakness of existing skills training programs and the gaps in available training.

The assessment looked at the national scene but also focused more specifically on the NCR, Maharashtra and Jharkand.

---

[1] http://www.usaid.gov/gda/

The assessment report has been posted at http://www.usaid.gov/in/ under the "Working with us" link.

Situational Analysis
Despite high rates of economic growth since the 1990s, India confronts a significant unemployment rate; underemployment is also a concern. Jobs are available in some sectors but not in others, employment growth lags behind actual growth. The service sector is growing very rapidly, particularly IT, banking and finance, retail, hospitality and tourism, and telecom. Manufacturing is growing and so is construction; the Centre for Monitoring the Indian Economy claims that investment in infrastructure will double between 2003/4 and 2006/7 and will generate many new jobs in this period. Employment in agriculture is falling steadily; the one area, agro-processing, where substantial growth is possible, is constrained by an adverse policy environment. Even in sectors where job growth is considerable, there is a mismatch between employer needs and the vocational and workplace skills possessed by job seekers. In some sectors, particularly construction and the service sector, the shortage of qualified labor may be hampering business expansion.

The official unemployment rate in the country hovered between 7% and 8% in 2000, but is expected by Government of India sources to exceed 10% in coming years. Virtually all sources agree that government data undercount unemployment; underemployment is also a serious issue. Urban unemployment appears higher than rural unemployment in official statistics, and yet the lack of opportunity in rural areas drives many, especially the lowly educated, to urban areas to find work. Job-seekers are likely to find more opportunities for casual or intermittent daily wage labor in urban areas and secondary towns. Roughly 14 million additional jobs will be needed by 2012 to employ those expected to enter or already in the job market by that year.

Over 60% of the Indian population is under the age of 30; approximately the same proportion of the 400 million person labor force falls into this age group. Youth unemployment is substantially higher than unemployment for older workers. For 20-24 year olds in 2000, for example, male unemployment was 12% in rural areas and over 17% in urban ones; female unemployment was 12% in rural areas and 26% in urban ones. Roughly 30% of the labor force is female and labor force participation for women rises only slowly with age, reaching its peak in early middle age. In their late teens and twenties, young women's mobility is constrained due to socio-cultural norms, early marriage and early child bearing.

While there will be many job opportunities for young people in the future, most of these will demand at minimum a solid secondary education and good technical skills. Virtually all employers interviewed by the ANE Bureau assessment team in December 2005 suggested that they were constrained by an inadequately prepared labor force: many technical skills (such as construction trades and computer applications) were in short supply, communication skills were weak, employees at almost all educational levels lacked critical thinking and teamwork skills, and personal presentation and good workplace habits were often poor. Service sector employers were particularly emphatic that they could not find enough staff with usable English, adequate computer skills, or good communication skills. Many employers recruited staff whose degrees were more advanced than the job seemed to require. In some cases, of course, setting higher standards is simply a way to screen applicants and avoid the receipt of applications; however, it also seems to be the case that the secondary school system is not producing the kind of graduates that employers want so employers are forced to hire "up."

The education system at both the primary and secondary levels faces access, quality and curriculum relevance challenges. While concerted government efforts to achieve universal

primary education have brought many younger children into school, more than 10 million children between the ages of 6 and 14 are still out of school. Retention rates are low, particularly in the higher primary grades and system inefficiencies are high, with a significant portion of children at every level performing well below grade level. Fewer than 50% of youth complete a tenth standard certificate. There is an urgent need to revamp curricula and teacher practice at all levels of education to produce citizens who can become fully engaged in the country's social and civic life and who can meet the needs of the new economy and participate in its benefits.

The public sector provides technical and vocational training through a system of 1,800 Industrial Training Institutes (ITI), as well as through the higher-level polytechnics and universities. Most ITI courses last for one-three years, are full time, and require a 10th or 12th pass certificate for admission. They do not offer part-time or flexible entry/exit training programs. Skills training needs of young, poorly educated, unorganized sector workers, especially women, do not get sufficient attention.

ITIs provide training largely for employment in manufacturing industries in the organized sector; such industries may be growing but they are hiring few new employees. An astonishing percentage of ITI graduates pursue apprenticeships for 1-2 years after course completion because they cannot find jobs and the apprenticeships at least offer small stipends. ITI courses are centrally driven and not responsive to local market demand; individual institutes have little flexibility (or incentive) to adjust their course offerings. Many of the courses are outdated (e.g., there is not much demand for stenographers these days), the equipment is outmoded, and faculty skills are inadequate; reform is desperately needed but probably not imminent, though some reformist ventures are just beginning.[2] Further complicating reform, the institutes are under the control of the Ministry of Labour, while the teachers are controlled by the Ministry of Human Resources Development.

There are however some excellent ITIs. Maharashtra seems to have some of the better ones and has been able to build some flexibility into some of their programs; a few institutes, for example, offer part-time courses. There are also some very good private producers of computer-based vocational training materials. Also in evidence is a small but growing rural or small town community college movement that seeks to serve community needs. Community colleges are more likely to provide part time and short term courses in topics that offer local employment opportunities.

The government is beginning to respond to business sector demand for better trained employees to some extent and, as one example plans to create a proper vocational stream at the secondary level, to run in parallel with its traditional academic focus. This reform (and others), however, will need support from the civil society specially in demonstrating scalable models for enhancing employability of youth.

A few donors are working in the area of vocational training. The World Bank is in the early stages of negotiating a loan for upgrading 400 of the ITI s. The project hopes to improve course offerings and flexibility and increase links to the private sector. GTZ supports an NGO in providing skills training for disadvantaged youth in New Delhi and a construction academy newly established by a construction company in Bangalore; they are also working to develop a multi-layered skills certification system with the government so that those who have learned skills on the job can acquire meaningful certification of those skills and obtain higher levels of certification

---

[2] Much of the information in this section comes from a 2002 ILO ITI assessment report that can be found on the ILO's website,

as their skills increase.[3] UNDP has a bilateral agreement with the government and in collaboration with the Department of Science and Technology, provides short courses oriented toward the underprivileged. They have developed curricula for 12 courses such as household appliance repair; these courses are to be delivered on a franchise basis by 100 private sector institutes. Eight hundred trainees have graduated so far. Course types and curricula are being decided centrally and no information is currently available about the placement rate. UNDP is planning to set up an e-portal by the end of the year; this would provide access to the curricula and materials. The portal could represent a way to sharing more market driven and life skills curricula.

There are also a growing number of *private* technical training institutes. These tend to dominate training for the services sector, but it is difficult for consumers to gauge the quality of private training academies. Moreover, tuition costs are often out-of-reach for disadvantaged youth. Many of these academies do not help students with job placement and do not even seem to know what their placement rates are.

The corporate sector is becoming increasingly interested in vocational training, perhaps because of the deficiencies and gaps described above. Some big industries run their own vocational training institutes. Others contribute to or are involved in NGO efforts. The major Chambers of Commerce (PHD Chamber, FICCI, CII) indicate a strong interest in contributing to improved technical training. FICCI and CII are trying to work with individual ITIs, but efforts are still nascent. The existence of such efforts shows that there are beginning to be good opportunities for partnership.

A substantial number of international and Indian NGOs work with under-privileged youth in India. Many offer integrated programs that address a broad spectrum of life skills, remedial education and job training. Relatively few have developed successful employability training models; this is particularly true of those working in rural areas, where education levels are low and job opportunities are scarce. There are however some NGOs which are evolving and replicating successful programs, often with significant corporate and growing government support, that train and place young people in good entry-level jobs, primarily in the service sector. Key factors in the success of such programs are that vocational courses are selected subsequent to a market scan, and soft skills, such as communications are an integral part of the curricula.

Approach
USAID wants to work in partnership within a *Global Development Alliance* framework with interested stakeholders and investors. Partners could include, but need not be limited to, private sector companies, private and public sector education/ training institutions, financial institutions, research and academic groups, and non-governmental organizations (NGOs). Networks and partnerships would be used as a basis for knowledge sharing with non-members and with government entities, particularly to encourage greater and more market-based investment in skills/vocational training and certification for this segment of the youth population.

---

[3] Currently, the government recognizes only two skill levels for some trades, semi-skilled (ITI diploma) and skilled (ITI diploma plus apprenticeship or additional formal training). So a plumber with an ITI degree and apprentice certificate and 30 years of work experience carries exactly the same "grade" he had when he finished his apprenticeship. A proper certification system would establish a career ladder and better wage progression in the trades. CII is working separately with the London Cities and Guilds organization to establish a certification system for some trades.

Because the project intends to follow a GDA-type approach, it will be opportunistic in order to invest in those project ideas that have substantial ownership and support among stakeholders. The project will assess investment possibilities in the National Capital Region (NCR), Maharashtra (Greater Mumbai and rural Maharashtra), and Jharkand. These geographic locations were identified as they have show clear potential for growth in different socio-economic environments; in addition, USAID already has significant presence in these regions

USAID's preferred focus is on the unorganized sector and particularly on those sectors that are growing most rapidly and where employment is not so constrained by labor regulations. The December assessment suggested investing in training for areas such as: rural banking, financial services, agriculture extension, food processing, energy services, hospitality and service sectors, construction and business process outsourcing (BPO) firms. Emphasis would be placed on reaching youth in poor urban or town neighborhoods and rural villages. Physical access to program sites will be a key determinant. Youth who are already working will not find it practical to pursue training opportunities that require substantial travel time or costs, and mobility for females is likely to be constrained. Program ideas will also need to accommodate or emphasize students with less than a twelfth pass certificate and could include remedial education to improve formal academic qualifications.

USAID is particularly interested in program ideas that help overcome those barriers that limit the access of girls and young women to skills training programs and entering the workforce. USAID is interested in funding explicit efforts to develop training programs for and place girls in careers that provide a safe working environment for young women but do not mire them in low wage, exploitative and traditional forms of female labor. Outreach programs to adolescent girls and their parents to inform them about training and remedial education opportunities will be of interest. Special mentoring programs to help young women cope with parental or in-law pressures through the first 12-18 months of employment may be needed. Activities of interest could include creating more favorable work place conditions for young female employees in cooperation with the employers. Lastly, offerors should consider collaboration with other donors interested in informal or unorganized sector vocational training.

USAID's program investment decisions will be made based partly on the amount of resources bidders commit to the joint program or the plausibility of the claims bidders make about being able to muster added resources. Weight will also be given to the length and apparent stability of partnerships, project scale and scalability of approach, degree of innovation, need for additional skilled labor in that sector, the kind of jobs available in a given sector, contribution of that sector to local growth, and the like. Specific evaluation criteria are included below in this document.

Program ideas could be designed around the following list of purely *illustrative* activities:

- Market scans to map employer and industry demand and link demand with the educational levels and skill sets available in the target group.
- Establishment/implementation/scaling up of programs that provide high quality short-term flexible training to and placement services for vulnerable youth, consistent with employer needs and demands. USAID is interested in programs that graduate and place large numbers of young people in jobs.
- Ensuring that disadvantaged youth obtain not just vocational skills but life and workplace readiness skills such as communication techniques, teamwork skills, health and HIV/AIDS awareness, knowledge of worker rights, and critical thinking abilities.

- Developing new materials in different formats (self instruction, group work, teacher facilitation) including distance learning and self-instructional curricula and materials designed to reach youth in remote locations or where teachers are not available or mobility is restricted and dissemination of these tools to other organizations. Distance learning programs will need to ascertain ways of providing adequate support to and testing of targeted students.
- Developing channels to reach young people with information about careers and training opportunities; this may include establishing employment exchanges or placement services where youth seeking jobs could find employers seeking employees.
- Establishment/implementation/scaling up of programs that prepare youth for safe migration and that provide training and services for such youth as they make the transition to a new environment.
- Providing mentoring and follow up services to trained youth once placed in jobs.
- Development of skills certification programs that provide certification for skills learned on the job or in a training program and that provide graded levels of skills.
- Collaboration with state governments on the establishment of pilot vocational training streams in government secondary schools.
- Collaboration with state and central government on experiments with, improvements in, and updating of the course offerings of ITIs or community colleges.
- Promoting positive workplace environments that help young people adapt and that help ensure workplace safety.

The proposal should not contain any construction activities unless it is funded by a partner in the alliance USAID funds would not be used for the purpose.

Illustrative Results Desired from Funded Programs:

- New training programs of significant scale established and institutionalized; successes disseminated and adopted by others.
- At least 85% of the training program graduates placed in jobs and/or are benefited through higher income levels.
- Implementation of policy or regulatory changes that increase and improve vocational training opportunities for disadvantaged youth.
- A larger number and a broader range of private sector and NGO entities invest in job preparation programs for marginalized young people.
- Increased engagement of the private sector in specifying skill/knowledge needs and developing training.
- Approaches that successfully address the problems of young women in entering employment are developed and replicated.

The results and efficacy of the proposed activities will be measured by the number of graduates who are successfully placed in jobs or substantially increase their income level. It is expected that a large number of disadvantaged youth (a minimum of one third female) will benefit directly from new/better jobs and/or higher income levels through the project interventions every year. Additional youth will benefit from policy changes, program replication (fully or partially), and the like.

USAID India anticipates substantial involvement during the project implementation.

SECTION I - PREPARATION GUIDELINES

 All applications received by the deadline will be reviewed for responsiveness to the specifications outlined in these guidelines and the application format. Section II addresses the technical evaluation procedures for the applications. Applications which are submitted late or are incomplete run the risk of not being considered in the review process. Late applications will be considered for award if the Agreement Officer determines it is in the Government's interest.

 Applications shall be submitted in two separate parts: (a) the technical part will be divided into two sections, one for the Base Period (Design Phase) and a second concerning the Option Period (Implementation Phase), and (b) cost or business application.

 The application should be prepared according to the structural format set forth below. Applications must be submitted no later than the date and time indicated on the cover page of this RFA, to the location indicated on the cover page of the cover letter accompanying this RFA.

 Technical applications should be specific, complete and presented concisely. The applications should demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program. The applications should take into account the technical evaluation criteria.

Technical applications in response to this solicitation should address how the applicant intents to carry out its program. It should also show evidence of a clear understanding of the work to be undertaken and the responsibilities of all parties. The portion of the application addressing the technical aspect should be organized by the technical evaluation criteria.

Detailed information should be presented only when required by specific RFA instructions. Technical proposals are to be in the English language, and typed on standard 8 1/2" x 11" paper or "A4" size paper, single-spaced, 12-point font type with each page numbered consecutively. Items such as graphs, charts, cover pages, dividers, table of contents, and attachments (i.e. key personnel resumes, table summarizing qualifications of proposed personnel, past performance summary table and past performance report forms) are not included in the page limitation. Technical applications must be submitted in electronic format compatible with Microsoft Windows 2000 or 2003 environment (e.g. MS Word, Excel, PowerPoint, etc.) or Adobe Portable Document Format (PDF). Regardless of file format the file names should not be more than 32 characters, including spaces and punctuation if any.

The Technical Application should be organized in the following order while addressing the stated Evaluation Criteria of the RFA.

Bidders are not expected to submit a fully articulated or designed project at this juncture. Innovative applications are encouraged and expected and will be judged on the basis of the below criteria listed.

Technical proposals in response to this solicitation should address in seven (7) pages or less (the Base Period - Design Phase) how the grantee intends to design this project. Section Two of the technical proposal will be for outlining, in summary form only, the implementation phase (Option Period - Implementation) in no more than five (5) pages, detailing what activities and results it believes could be accomplished.

USAID intends to provide matching dollar for dollar (or Rupee for Rupee) to fund up to three (3) best approaches to the design of the project, e.g. the Base Period. The three winning ideas and

their proposed strategies to design their activities will then have up to 60 days to develop a full, detailed proposal to show how they would specifically implement their project (during the Option Period). By the end of the Base Period the three recipients will present their design proposals to USAID, the one judged to be superior by USAID will be selected and only it is anticipated to receive additional funding to implement its proposed project period, not to exceed four and one-half (4 1/2) years.

As stated above USAID anticipates awarding up to three initial Base Period (design phase) awards. Offerors propose the amount of direct USAID financial support; however it must be on a 1-to-1 matching fund or in-kind contribution basis. Thus, for example, if the three best applicants propose design phase budgets totally US$100,000 in USAID funding, the Option Period (up to 4 1/2 years) should be structured for up to $4.9 million in further USAID financial support. (The final level of funding has not been set. USAID will announce the final level of funding during the 60 day design period.)

During the implementation phase (Option Period) of the activity, the recipient will be required to secure non-USAID funds or in-kind contribution (as valued by the USAID Agreement Officer) to cover at least 50% of all program costs associated with the implementation phase of its project.

Therefore, in summary, up to three selected offerors are expected to design their programs with direct USAID financial support, matching at a 1-to-1 ratio with non-U.S. Federal sources, and a second implementation phase of their program with direct financial support from USAID to finance up to 50% of implementation phase cost, with at least a 50% cost sharing and/or in-kind contributions from other non-USAID sources. In general, higher levels of non-USAID funding will be viewed more favorably in the evaluations than lesser amounts for each phase.

Design Phase Proposal
Submissions for the initial design phase will be limited to a seven 7-page concept paper (no annexures allowed), in English, in the following format:

First page – full legal name of organization/firm, street location, mailing address (if different the location), name of the point-of-contact(s), telephone and facsimile numbers, internet email address(es), website address, if any;

Second through fourth page should contain a summary of the program concept (proposed idea or project), including a
• Purpose of activity
• Implementing partners and their interests and capabilities
• Target beneficiaries – estimated number, type
• Geographic location (to district level(s)
• Specific results to be achieved or criteria for success

Fifth and sixth pages – description of the approach to designing the project or fleshing out the concept. This should specify:
• Approach to the design (how will information by gathered, from whom, how will it be analyzed);
• Personnel who will conduct the design
• Benchmarks for monitoring progress of the design
• Design products or outcomes

Seventh page -- Summary of **total** budget for the design (Base Period – Design Phase only)

• Total Estimated Cost, estimated resources contributed from non-USAID sources/partners

Implementation Phase Proposal
The five (5) pages allowed for this section of the technical proposals may be used to articulate a grander vision conceptualizing what is expected to be achieved over the life of the offeror's program. For the selected offerors, USAID understands and expects that section may be altered based on the completion of the Design Phase.

Past Performance

The U.S. Government will evaluate the quality of the offeror's past performance. This evaluation is separate and distinct from the Contracting Officer's responsibility determination. The assessment of the offeror's past performance will be used to evaluate the relative capability of the offeror and other competitors to successfully carryout the program. Past performance of significant and critical subcontractors and other types of partnerships in bidder applications will be considered to the extent warranted by their involvement in the proposed effort.

The U.S. Government reserves the right to obtain information for use in the evaluation of past performance from any and all sources outside of the U.S. Government. Offerors lacking relevant past performance history will receive a neutral rating for past performance. However, the proposal of an offeror with no relevant past performance, may not represent the most advantageous proposal to the U.S. Government and thus, may be an unsuccessful proposal when compared to the proposals of the other offerors. The offeror must provide the information requested above for past performance evaluation or affirmatively state that it possesses no relevant directly related or similar past performance experience. The Government reserves the right not to evaluate or consider for award the entire proposal from an offeror which fails to provide the past performance information or which fails to assert that it has no relevant directly related or similar past performance experience.

 Applicants should retain for their records one copy of the application and all enclosures that accompany their application. The person signing the application must initial erasures or other changes. To facilitate the competitive review of the applications, USAID will consider only applications conforming to the format prescribed.

COST APPLICATION FORMAT

 The Cost or Business Application is to be submitted under separate cover from the technical application. Certain additional documents at a later date may be required to be submitted by an applicant in order for the Grant Officer to make a determination of responsibility. However, it is USAID policy not to burden applicants with undue reporting requirements if that information is readily available through other sources.

Submit a completed and signed USG Standard Form (SF) 424A – "Budget Information" for the Base Period - Design Phase only. Second offerors should submit Budget Notes detailing cost and matching contributions assumptions made in arriving at the subtotal in the SF 424A. There is no page limitation. "SF 424A" may be found at http://www.usaid.gov/in/Pdfs/Budget_Info.pdf

USAID reserves the right not to make any award for the initial Base Period - Design Phase or the Option Period - Implementation Phase, if, in its evaluation, none of the initial concept papers or proposals are determined to be advantageous to the interested of the U.S. Government.

Proposal submission is to be made via email attachment(s) to: Marcusjohnson@usaid.gov or IndiaRCO@usaid.gov by the Closing date and time stated on page one of this Amendment.

Sincerely,

Marcus A. Johnson, Jr.
Regional Contracting & Agreement Officer